

Response-to-Instruction (RTI): A Multi-Tiered Assessment Process to Systematically Target AYP



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Learning Objectives

Understand ~

- the 3-tiered Rtl process
- the *need* for systemic ongoing assessment
- the *utility* of Rtl – Whitefish Montana
- the *challenges* of systems change



RTI: Response-to Intervention



- ✓ "...federal guidelines for special education eligibility should be changed to encourage *better integrated general and special education services*. We propose that *eligibility should ensue when a student exhibits large differences from typical levels of performance* ...with evidence of insufficient response to high quality intervention" (NRC Report, pp. 8-22 from Pasternack, 2002)
- ✓ "President's Commission on Excellence in Special Education recommended that the student's *"response-to-intervention"* be used as an alternative or replacement of the IQ-achievement discrepancy approach (Gresham, 2002).
- ✓ This approach has alternatively been called *....."Response to Instruction".....RTI*

New IDEA



SPECIFIC LEARNING DISABILITIES—

- ***IN GENERAL:*** --Notwithstanding section 607 of this Act, or any other provision of law, when determining whether a child has a specific learning disability as defined under this Act, the LEA ***shall not be required to take into consideration whether the child has a severe discrepancy between achievement and intellectual ability*** in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning. ***In determining whether a child has a specific learning disability, a LEA may use a process which determines if a child responds to scientific, research based intervention.***”

Proposed Regulation: Is RTI Optional?

- NEW AND SIGNIFICANT:

- (b must consider, as part of the evaluation described data that demonstrates that—

- **(1) Prior to, or as a part of the referral process, the child was provided appropriate high-quality, research-based instruction in regular education settings,** consistent with section 1111(b)(8)(D) and (E) of the ESEA, including that the instruction was delivered by qualified personnel; and
- **(2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, was provided to the child's parents.**

What RTI Is.....and Is Not

- **RTI is:**
 - An initiative that supports general education school improvement goals
 - Intended to help as many students as possible meet proficiency standards without special education
 - A method to unify general and special education in order to benefit students through greater continuity of services
 - Focused primarily on effective instruction to enhance student growth
- **RTI is NOT:**
 - A stand alone special education initiative
 - A means for just getting more students into special education
 - A method for just increasing or decreasing special education numbers
 - Focused primarily on disability determination and documented through a checklist

What is “RTI”?

A 3-Tiered Process

- **RTI is a *process***

- Systemic instructional supports, along a continuum
- Continuous proactive screening – looking for the “learning enabled” (Tilly, 2005)
- Measure student rate/strength of response to instruction
- School team response to poor RTI = intervention via increased instructional supports

- **Goal of RTI:**

- Positive outcomes for *all* children/youth

- **Mission of RTI:**

- Proactive prevention and intervention activities
- Provide continuum of instructional supports
- *All* educators responsible for *all* children
- Engage students and families in the educational process

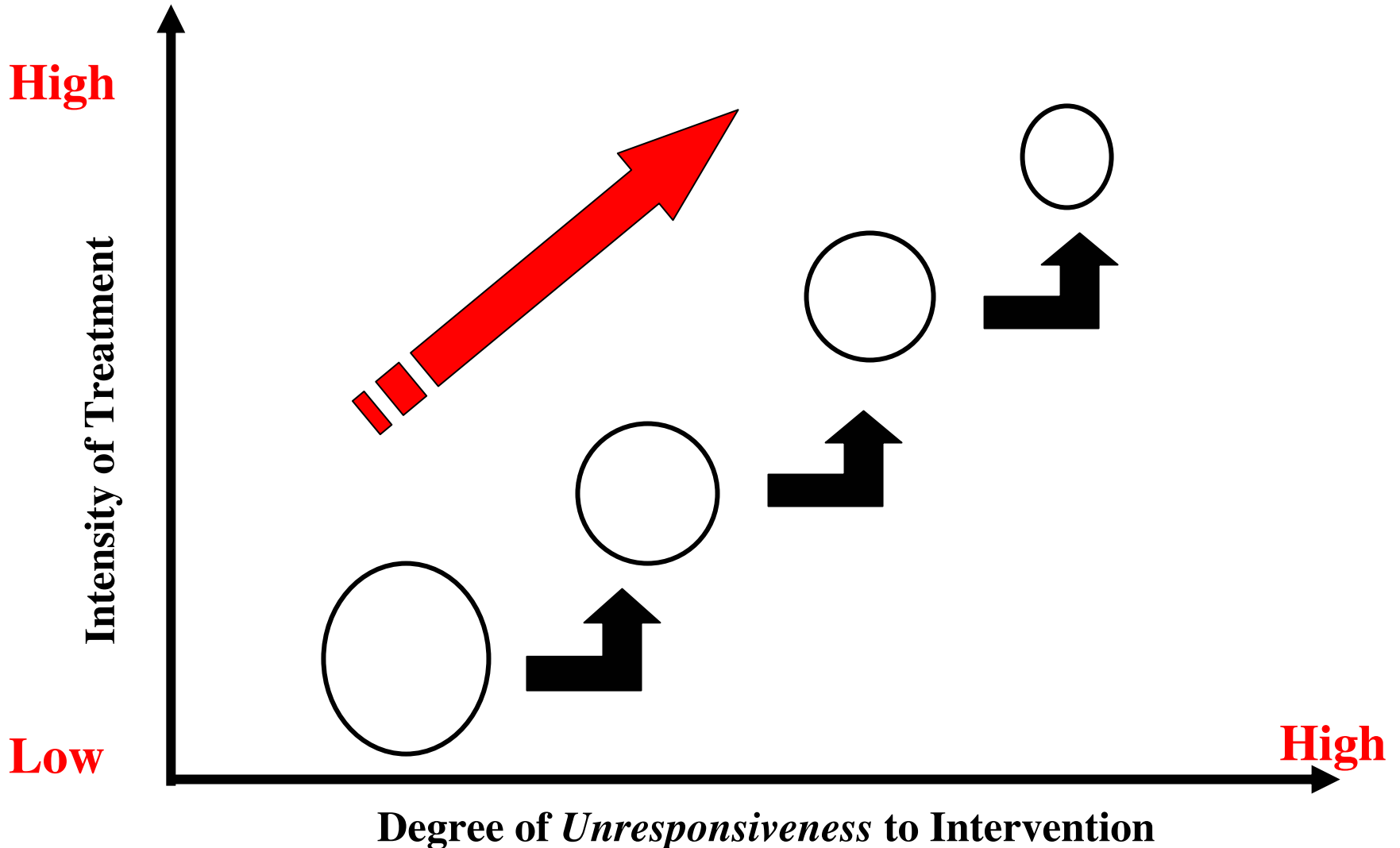
RTI is based on 2 Big Ideas.....





Big Idea # 1: Degree of Unresponsiveness Determines Intensity of Intervention

(Gresham, 2002)

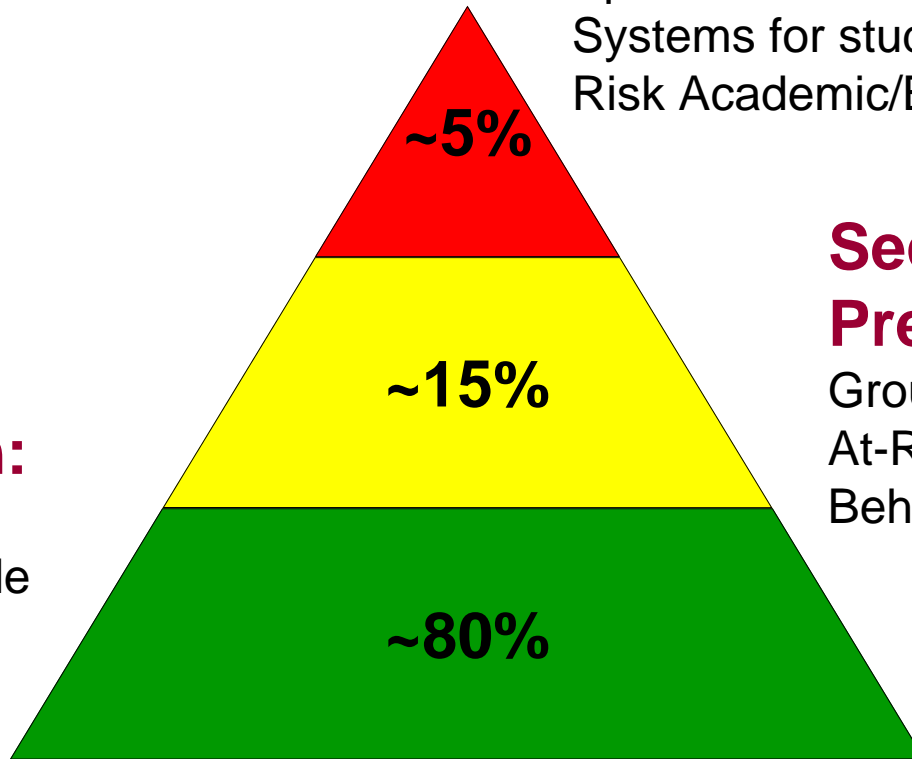




Big Idea #2: Multi Level Three-Tiered Model

Primary Prevention:

School/
Classroom-Wide
Systems for All
Students, Staff,
& Settings



Tertiary Prevention:

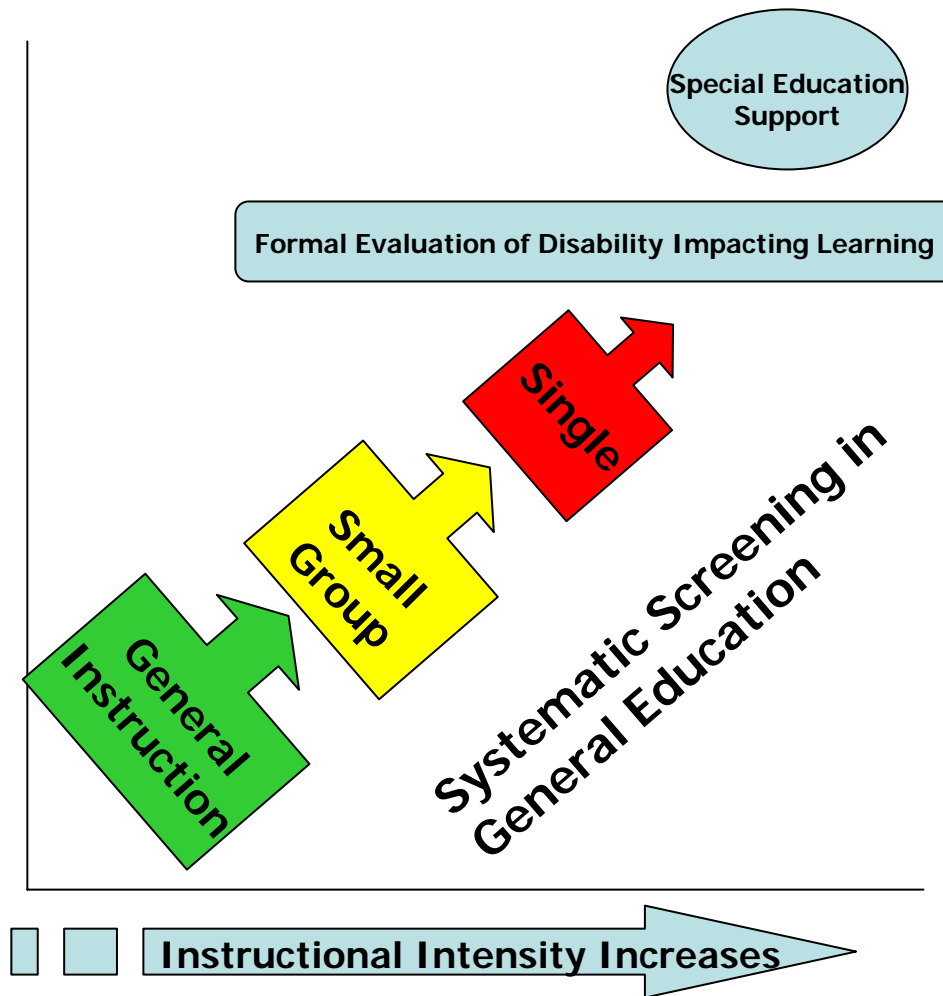
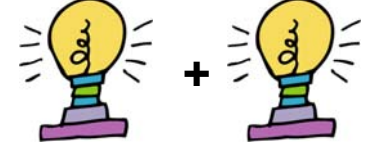
Specialized Individualized
Systems for students at High-
Risk Academic/Behavior failure

**Secondary
Prevention:** Specialized
Group Systems for Students
At-Risk for Academic or
Behavior failure

Tim Lewis, Missouri PBS Initiative

Big Ideas 1 + 2 =

Response to Instruction (RTI) Process



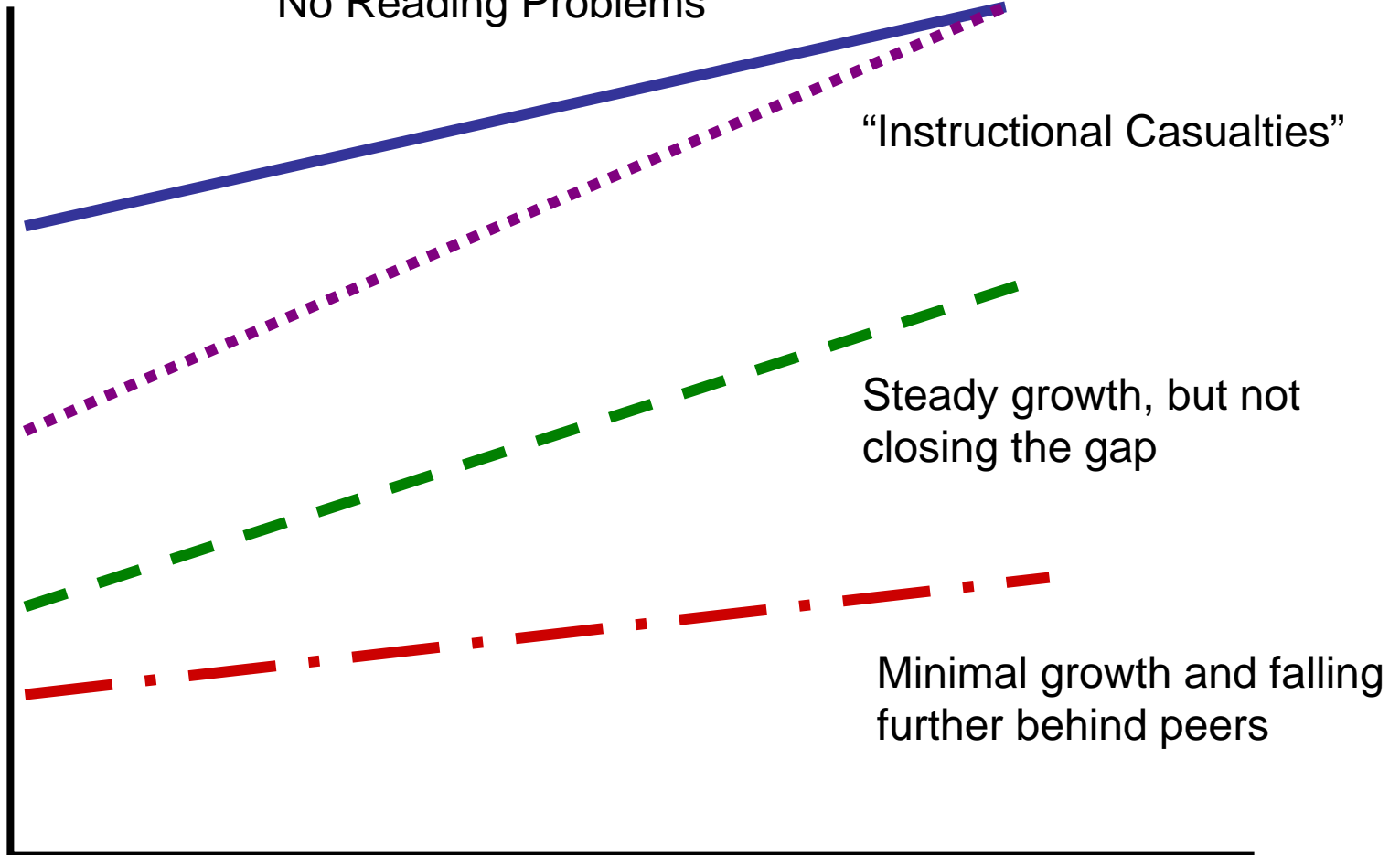
- **PROS**

- Continuous support
- No longer “wait to fail”
- Early identification
- Preventative
- LRE

- **CONS**

- Fiscal responsibility
- How long, how intense?
- Teaching time & resources
 - testing
 - intervention

Comparison Group:
Average Reading Growth –
No Reading Problems



How Do We....

- prevent “instructional casualties”?
- remediate “gaps”?
- increase number of students making AYP?
- ANSWER: Change how we do business

The Essential Pieces:

2 X 2 Foci in RTI Process

	Curriculum & Instruction	Ongoing Assessment
School Level	<ul style="list-style-type: none">•Strong research based C&I in place•Uninterrupted instructional time block across school•Instructional groups based on performance levels	<ul style="list-style-type: none">•School wide screening 3 times yearly (F,W,S):•Evaluate C&I effectiveness•Identify “learning enabled” & “at risk”•Reorganize instructional groups
Student Level	<ul style="list-style-type: none">•Supplemental & Strategic C&I in place•Additional Instructional time set and flexible (dosage)	<ul style="list-style-type: none">•Progress monitoring measures in place and scheduled according to intensity of C&I•Assess intact & needed skills•Assess additional factors•Systematic review of data to inform intervention

RTI Instructional Levels of Support

Intensive Level –
Specific Strategies
related to student
factors

Intensive

Strategic

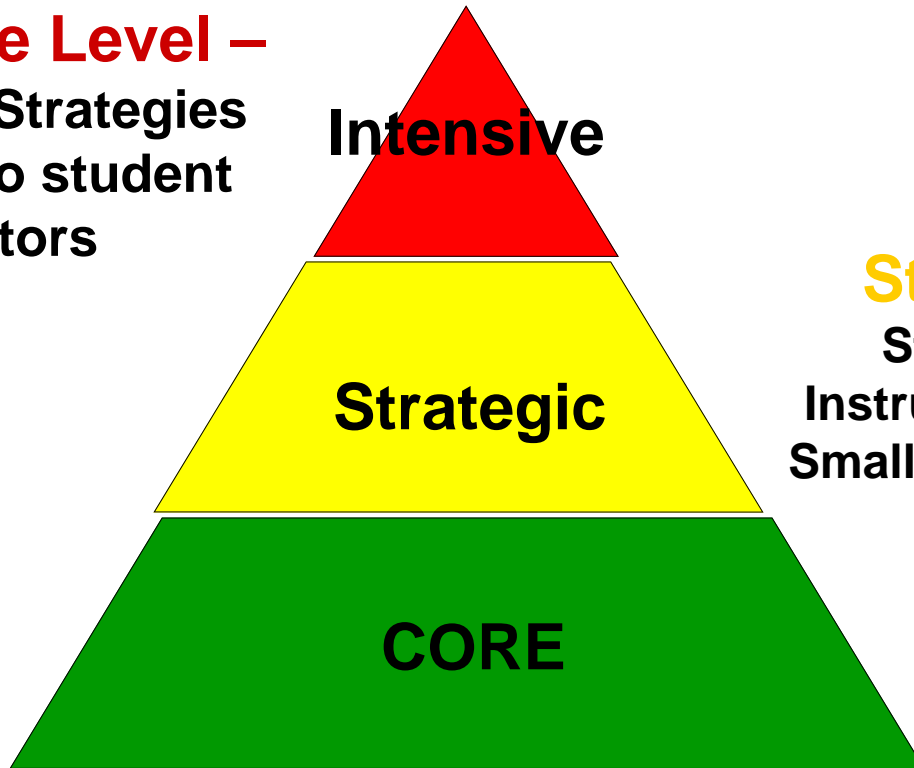
Strategic Level

Standard Protocol
Instructional Response –
Small Group, Skill specific

CORE

CORE LEVEL

Curriculum
Positive Behavior Supports



Reading Programs in a Three-Tier Model K - 3

Core Instruction	Supplemental Interventions	Intensive Interventions
<ul style="list-style-type: none"> •Open Court •Houghton Mifflin: Nations' Choice •Reading Mastery <p>KEY: PA = Phonemic Awareness P = Phonics F = Fluency C = Comprehension V = Vocabulary</p>	<ul style="list-style-type: none"> •Ladders to Literacy – PA •Road to the Code- PA •Phonemic Awareness in Young Children – PA •SIPPS – P •PALS – P •Lindamood-Bell – PA, P •Read Naturally – F •Quick Reads – F 	<ul style="list-style-type: none"> •Early Reading Intervention PA, P •Reading Mastery, PA, P, F, C •Read Well (K-1) PA, P, F, C, V •Waterford Levels – PA , P , F, C, V (1-2) •Lindamood-Bell- PA, P •Wilson – PA, P

RTI Level Assessments: How Are We Doing?

Intensive Level –

Progress Monitoring with
formative assessments:
DIBELS, CBM
Every 2 weeks.

Intensive

Strategic

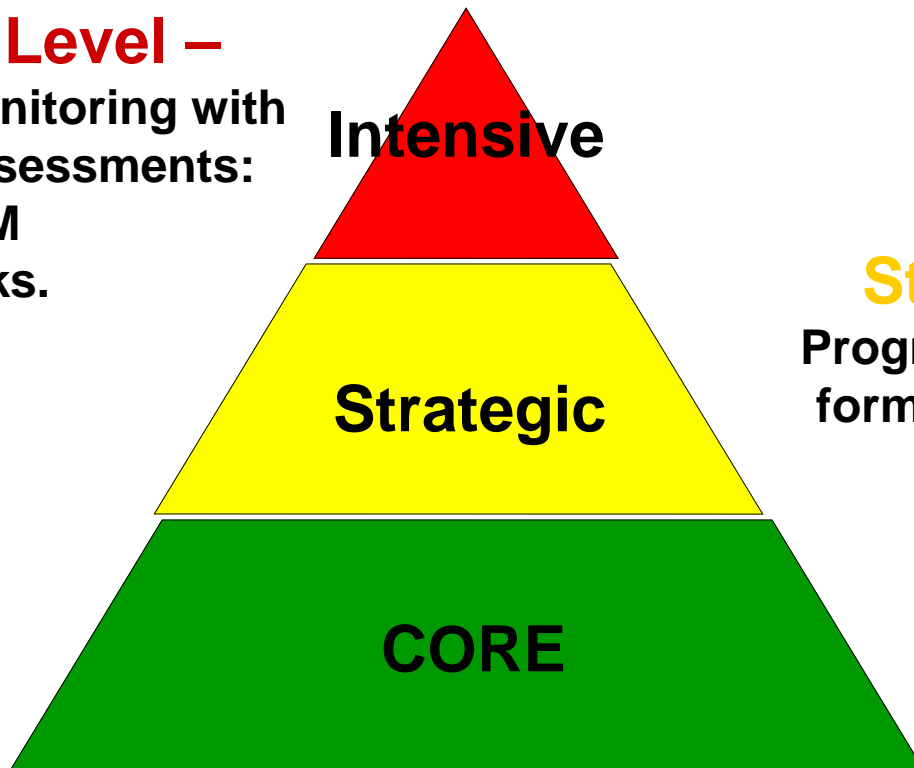
Strategic Level

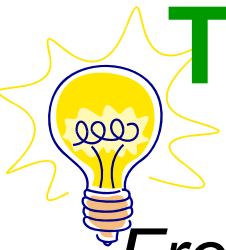
Progress Monitoring with
formative assessments:
DIBELS, CBM
1 X per mth.

CORE

CORE LEVEL –

Schoolwide Screening for
At-Risk: “Benchmark
Assessment” – 3 X year





Tier 1 Core: Benchmark Testing as Standard Practice in NCLB

Frequent Evaluation (3 times per year) of Growth and Development Using R-CBM:

Initial Performance Assessment: “Taking Inventory” Beginning of the School Year

1. Identify Students At Risk
2. Instructional Planning
3. Initial Data Point for Progress Monitoring

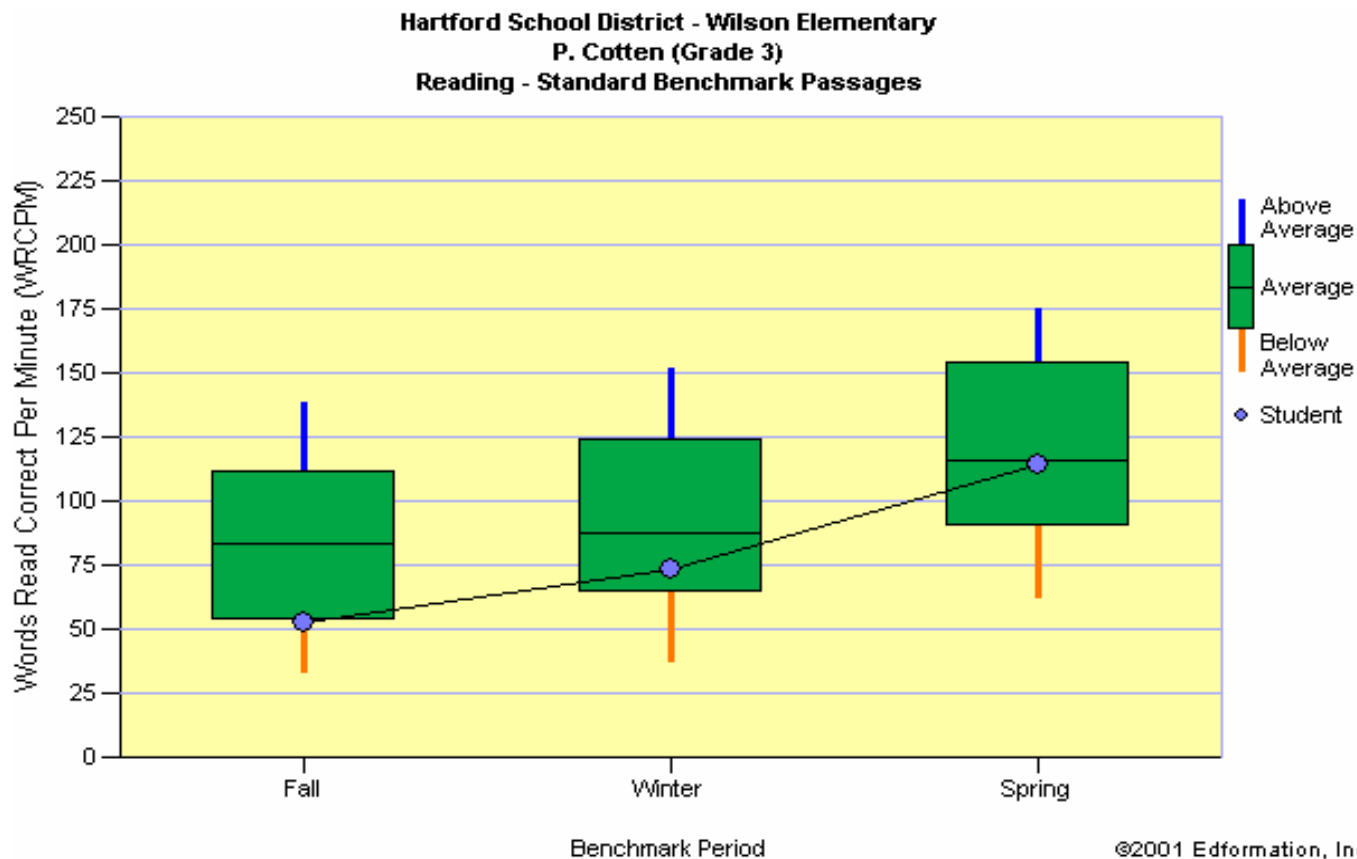
Mid and End of Year Performance: “Are we making progress?”

1. Evaluates if on target for school AYP
2. Instructional Planning
3. Outcome Progress Monitoring Data

Accountability

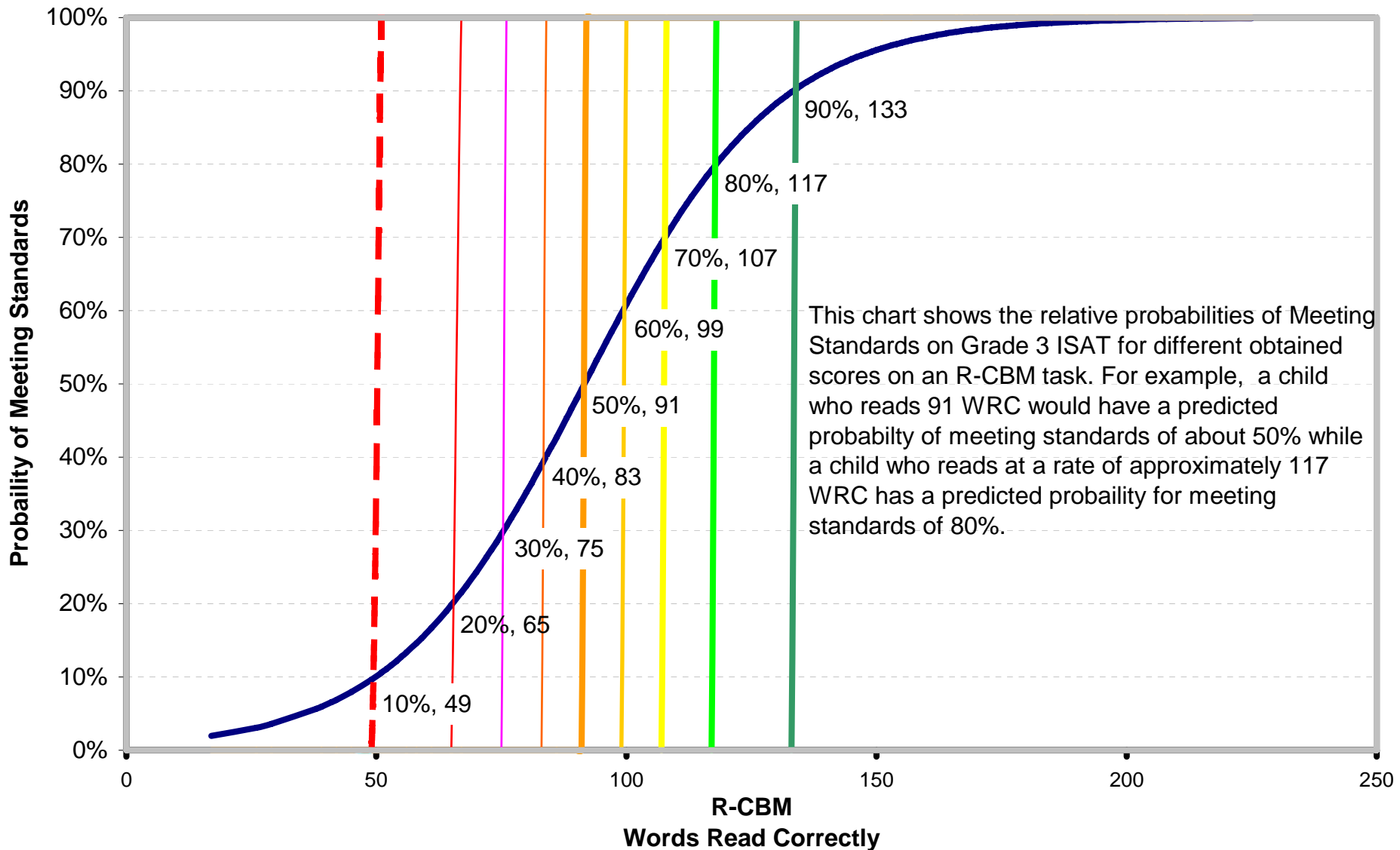
Kid Problem or Class/School Problems?
Linkages to State Standards and AYP

Tier 1: Benchmark Assessment of ALL Students



Source: Shinn, M.R. (2004). Using AIMSweb to Manage 3-Tier Progress Monitoring Information as a Component of Response to Intervention.

Predicted probabilities for meeting standards on ISAT (based on logistic regression)



Source: Shinn, M.R. (2004). *Fitting Frequent Progress Monitoring Into a Contemporary 3-Tiered Prevention Model*.

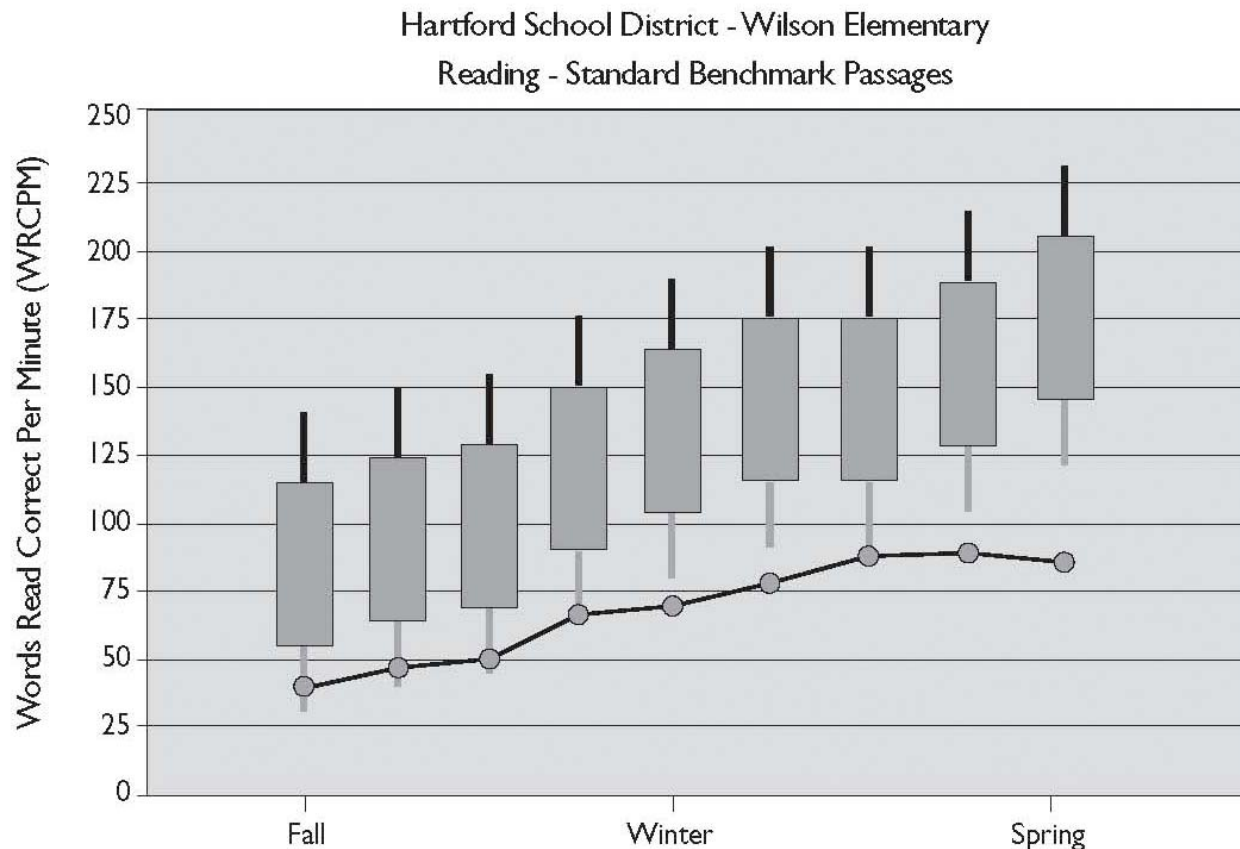


Tiers 2 & 3: **Progress Monitoring is Key**



- Monitoring changes provides continuous feedback:
 - (a) accountability by documenting progress
 - (b) flexibility to modify intervention components
 - (c) motivation to continue.
- The value of the assessment process is its capacity to inform, foster, and document program or intervention effectiveness (Reschly & Grimes, 1995; Witt & Gresham, 1985)

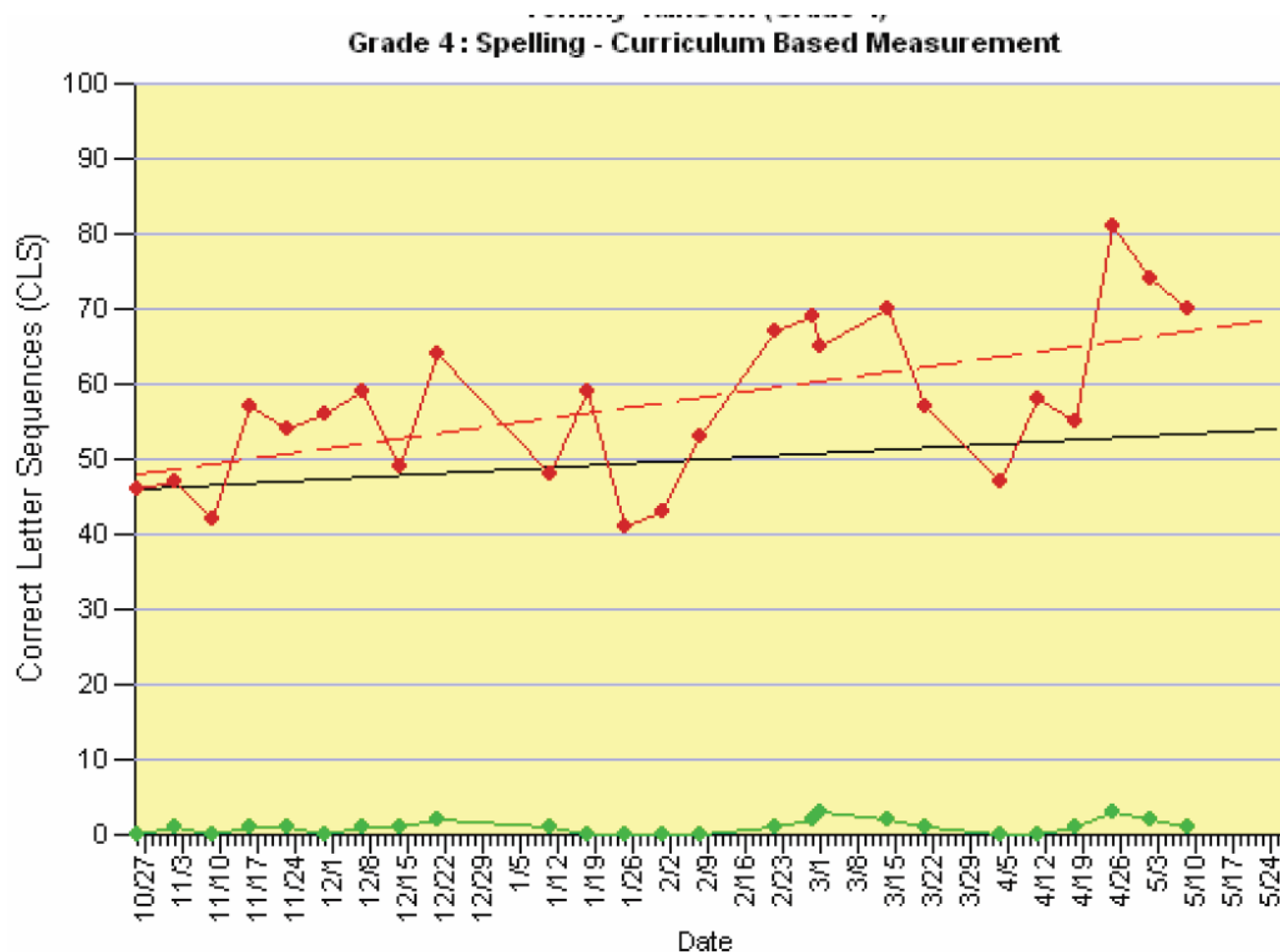
Tier 2: Monitoring At-Risk



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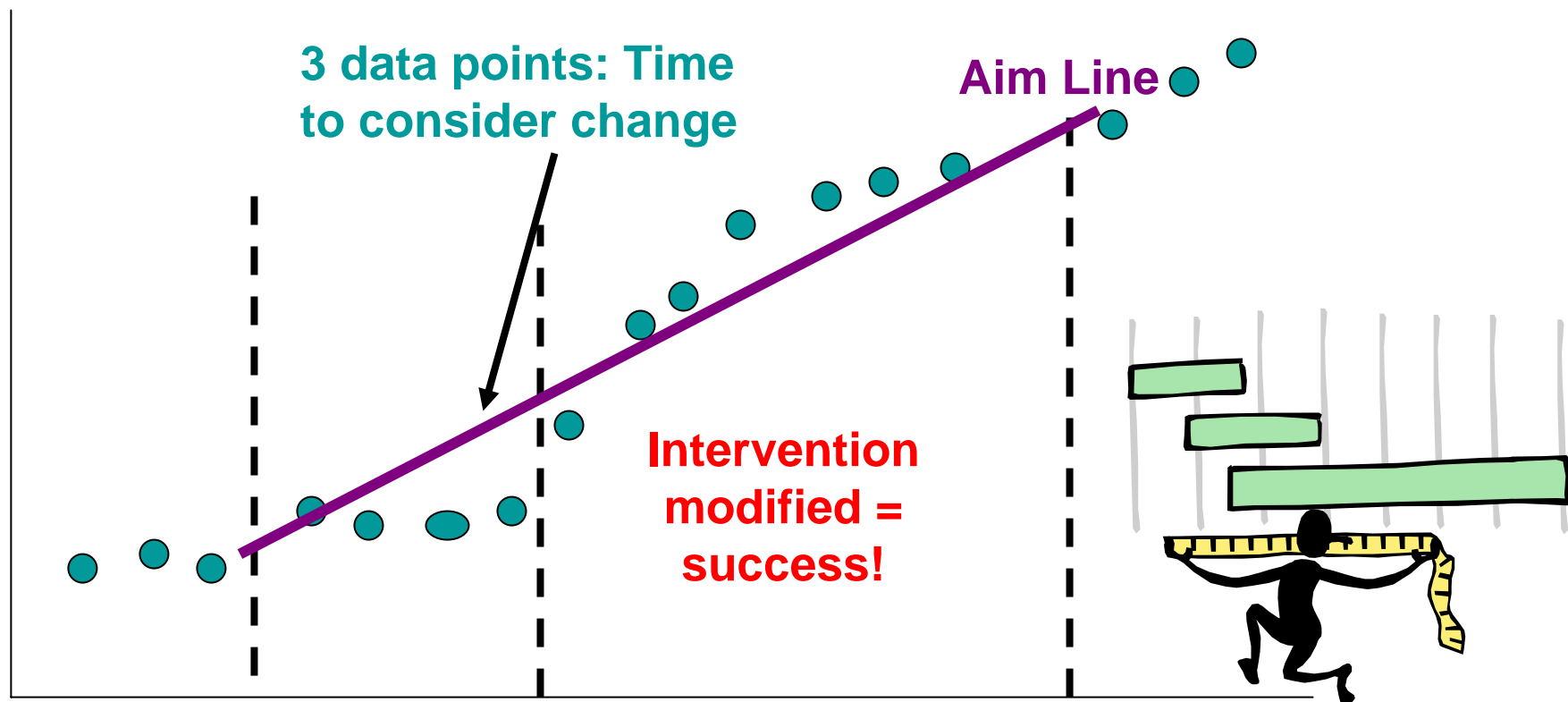
Source: Shinn, M.R. (2004). Using AIMSweb to Manage 3-Tier Progress Monitoring Information as a Component of Response to Intervention.

Tier 3: Weekly Monitoring Student with Severe Need



Source: Shinn, M.R. (2004). Using AIMSweb to Manage 3-Tier Progress Monitoring Information as a Component of Response to Intervention.

Progress Monitoring = Indicators of “Is it working?”



Scientifically Based Progress Monitoring Tools in 3-Tier Prevention Model:

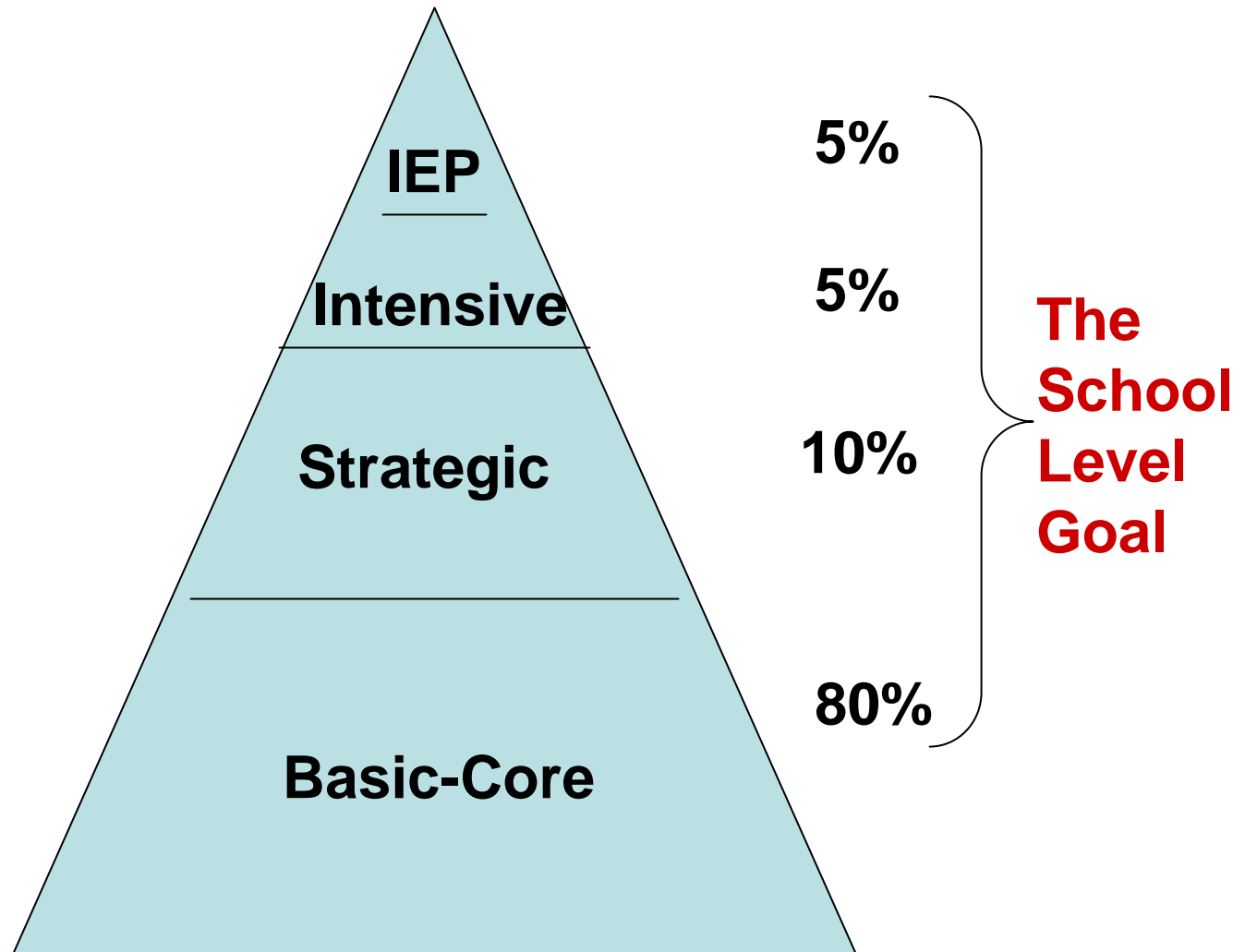
Curriculum-Based Measurement (CBM)

Area	Measure	Scored
Reading	1 Min of Oral Reading from Text 3 Minutes Maze	# WRC # Errors Correct Answers
Spelling	2 Min of Dictated Spelling Words	# WSC #CLS
Written Expression	3 Min of Writing, Given a Story Starter	# TWW # CWS
Math Computation	2-4 Minutes of Computational Problems	# of CD

**Efficient, Evidence-Based Assessment of Educational
NEED and *BENEFIT***

Source: Shinn, M.R. (2004). *Fitting Frequent Progress Monitoring Into a Contemporary 3-Tiered Prevention Model*.

The RTI Process: A System of Instructional Supports GUIDED by Assessment Data



RTI Process: Essential Components of RTI Implementation

School Level

Stage I GOAL: Measure *School* Performance

Stage II GOAL

Analyze *School* Performance

Stage III GOAL

Design/Select Core and Supplemental C&I

Stage IV GOAL:

Set Goals, Implement Plan, Monitor Progress with Benchmarks

Stage V GOAL:

Evaluate System C&I & Adjust when necessary

Student Level

Stage I GOAL: Measure *Student* Performance

Stage II GOAL

Analyze *Student* Performance

Stage III GOAL

Select/Design Instructional Interventions based on need

Stage IV GOAL:

Set Goals, Implement Plan, Monitor Progress Formatively

Stage V GOAL:

Evaluate Intervention & Adjust when necessary

Critical:

2 X 2 Foci in RTI Process



	Curriculum & Instruction	Ongoing Assessment
School Level	<ul style="list-style-type: none"> • Strong research based C&I in place • Uninterrupted instructional time block across school • Instructional groups based on performance levels 	<ul style="list-style-type: none"> • School wide screening 3 times yearly (F,W,S): • Evaluate C&I effectiveness • Identify “learning enabled” & “at risk” • Reorganize instructional groups
Student Level	<ul style="list-style-type: none"> • Supplemental & Strategic C&I in place • Additional Instructional time set and flexible (dosage) 	<ul style="list-style-type: none"> • Progress monitoring measures in place and scheduled according to intensity of C&I • Assess intact & needed skills • Assess additional factors • Systematic review of data to inform intervention

Big Idea

- Big Idea
Fundamentally
reengineer resource
deployment system



Ideas

“All great ideas are dangerous.”

Randall Jarrell

The *Utility* of RTI for School Improvement

- How does it work?
- Does it work to improve achievement?
- Does it reduce risk?

A real world example:
RTI Implementation at Whitefish Montana

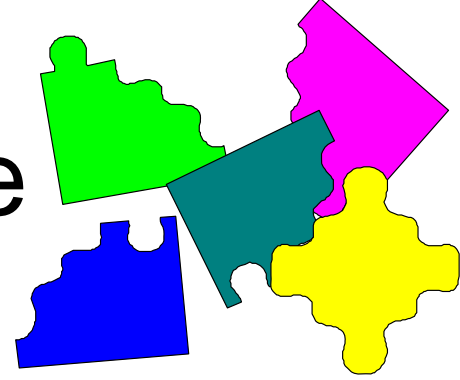
Current Experiences in Whitefish School District

- Developed Special Services (Title and Special Education) Strategic Plan
- Discussion about Barriers and Challenges in meeting student needs.
- Plan includes staff development in:
 - CBM.
 - Introduction of Problem-Solving (RTI) to all staff.
 - Exploring opportunities to meet during school hours.
 - Use of technology to reduce paperwork and help make data-based decisions.
 - Overall focus on shared responsibility and integrated and continuous interventions and assessment.

Whitefish Stages to Implementation

- Introduced RTI to all Administrators
- Introduced RTI to team from one building.
- 5 days of training with Wayne.
- One visit to a successful program in Idaho.
- System well set up for RTI.- Leveled Grouping etc.
- Started with Pilot K-2 and 6 students this year.
- Significant Systems Change occurring throughout the year.
- DIBELS throughout, Math and Writing CBM's being used.
- Principal led reading council. K-12 changes.
- Next year moving to K-4 and we expect about 10 students to move through the problem-solving process.
- At this stage we have two years invested in the process of development and implementation.

Whitefish Pieces to the Puzzle

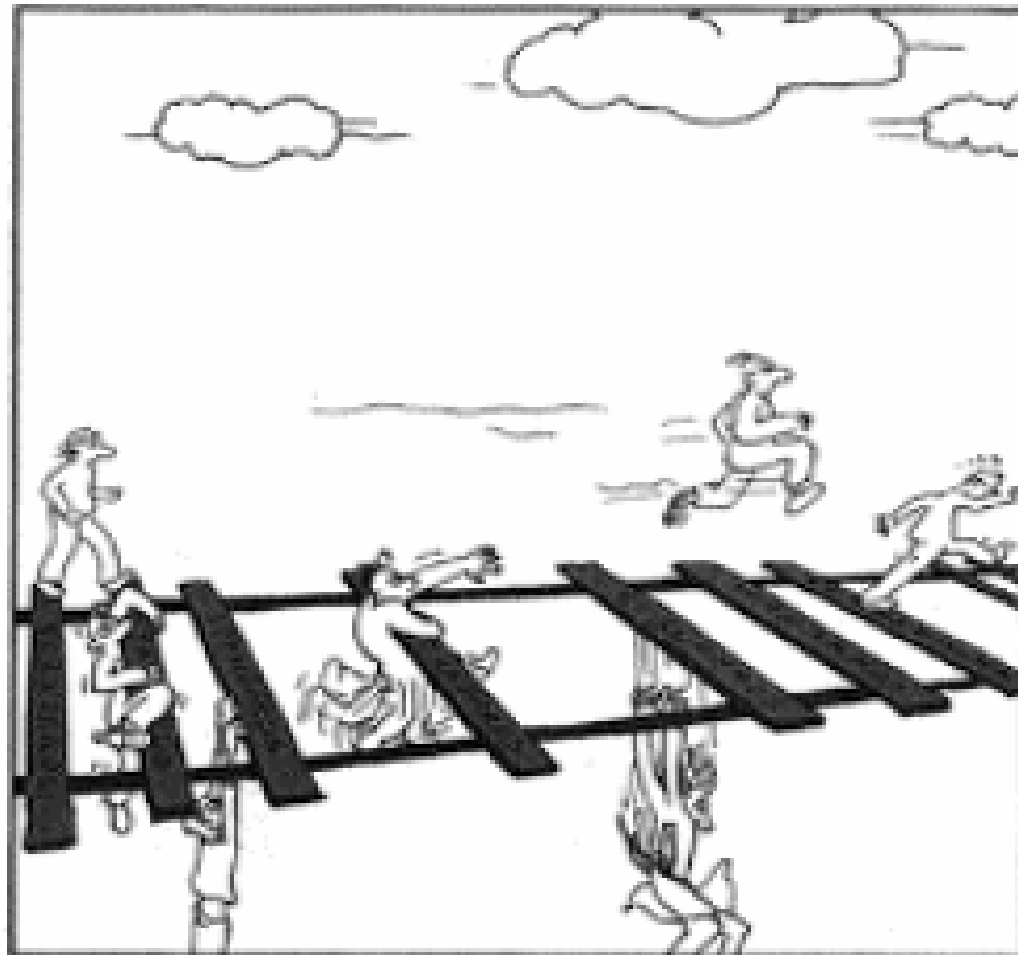


- Assessment (DIBELS)- must have
- Leveled Reading and Math- Changed the curriculum- Selected from Oregon and Florida research sites.
- Frustration with referral system.
- Still ongoing discussion about process and implementation stages.
- Constant monitoring of progress of all students.
- Reminders- goal is intervention not placement (easy to slide back into old thinking).
- Watch curriculum choices- they can lead to the same system we have today.

Impact on General Education and Special Education

- Significant Changes to Curriculum K-12
- Focus on Interventions-*not* placement
- Solution Oriented
- Less Focus on Procedures and Paperwork
- Focus on Accelerated Achievement
- Data Driven Decisions
- General Education and Special Education working together

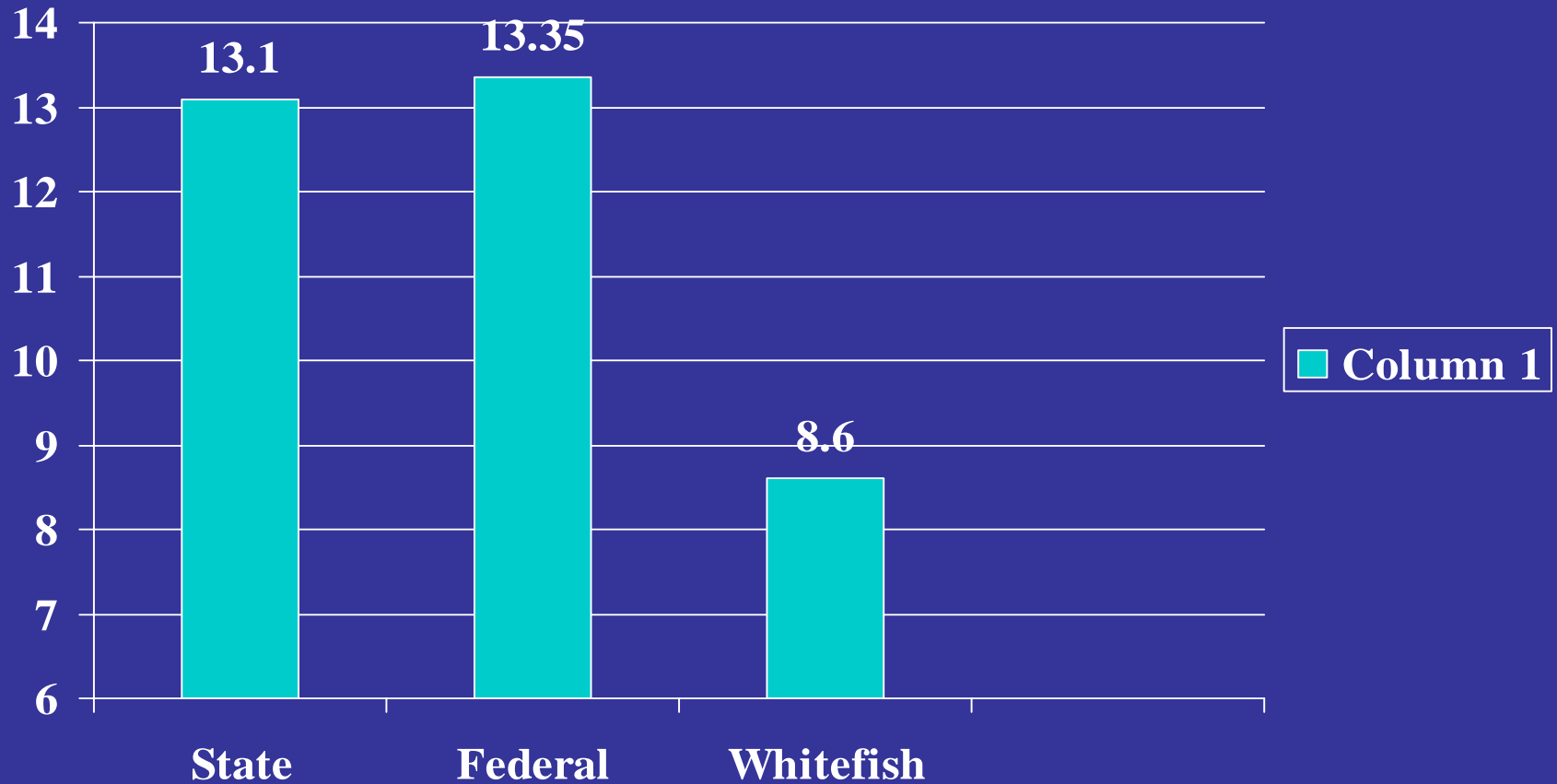
RTI



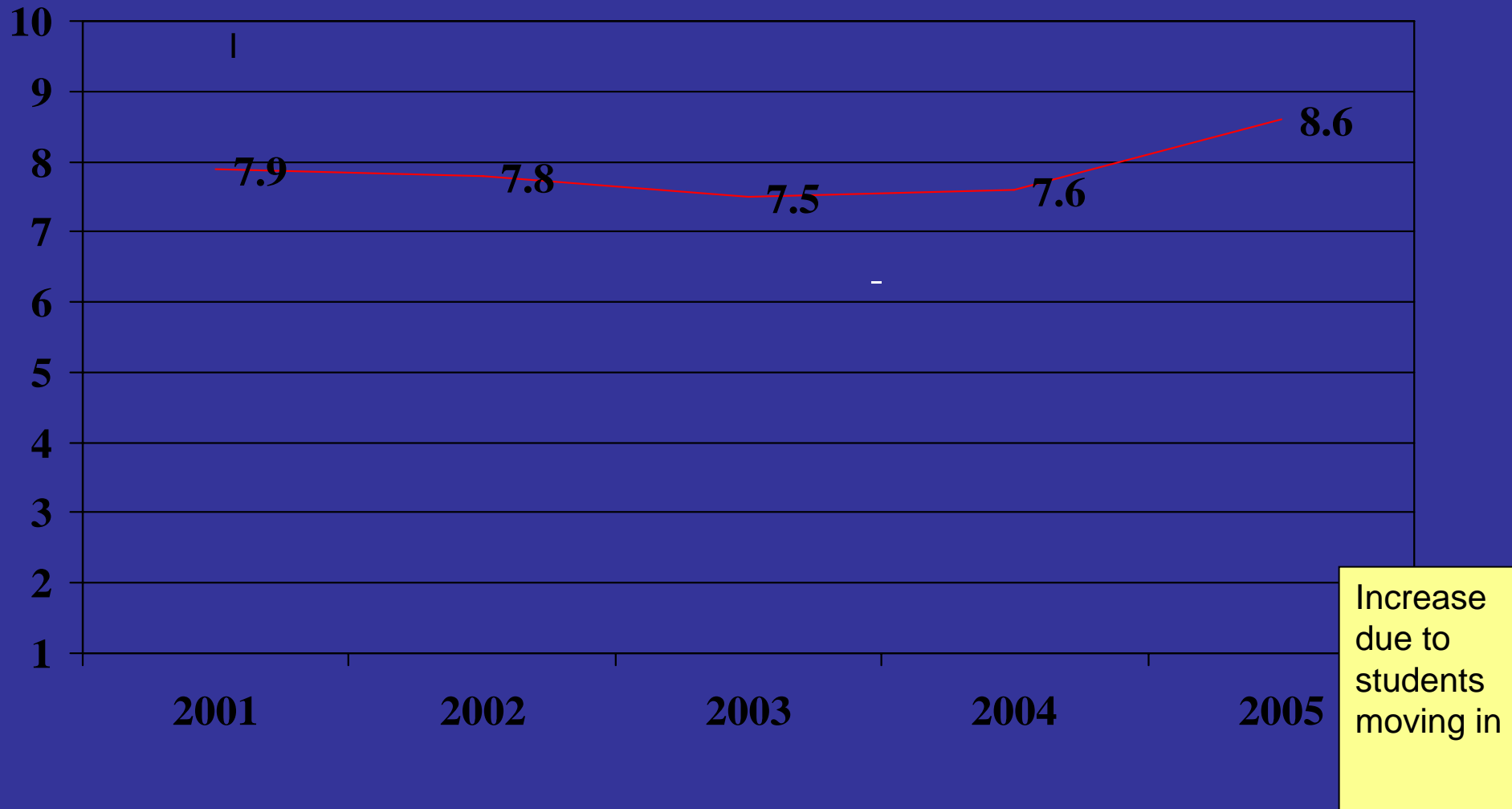
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HOW MANY STUDENTS ARE FALLING
THROUGH THE CRACKS?

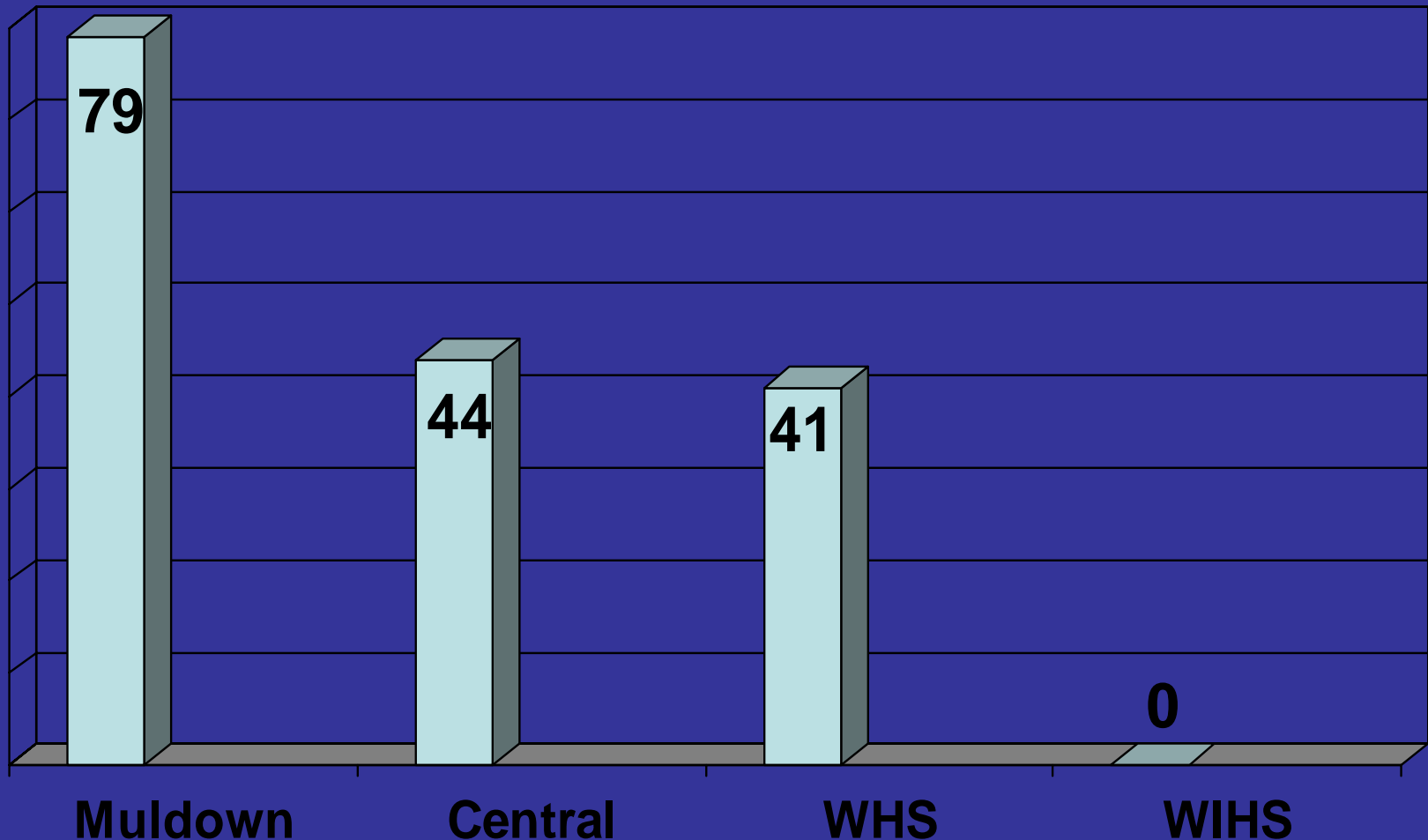
State, Federal and Whitefish Averages



Special Education Percent of Total Enrollment

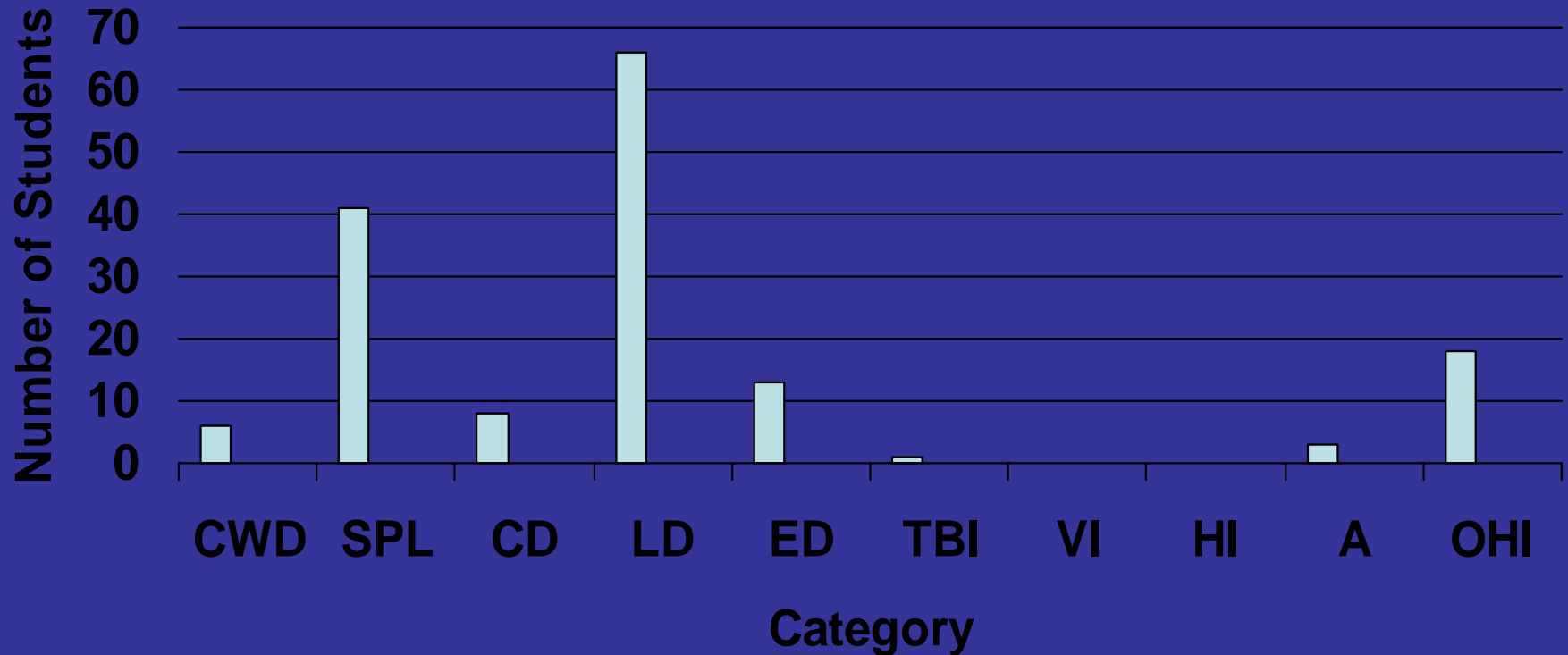


Special Education Students at Each School (12/1)

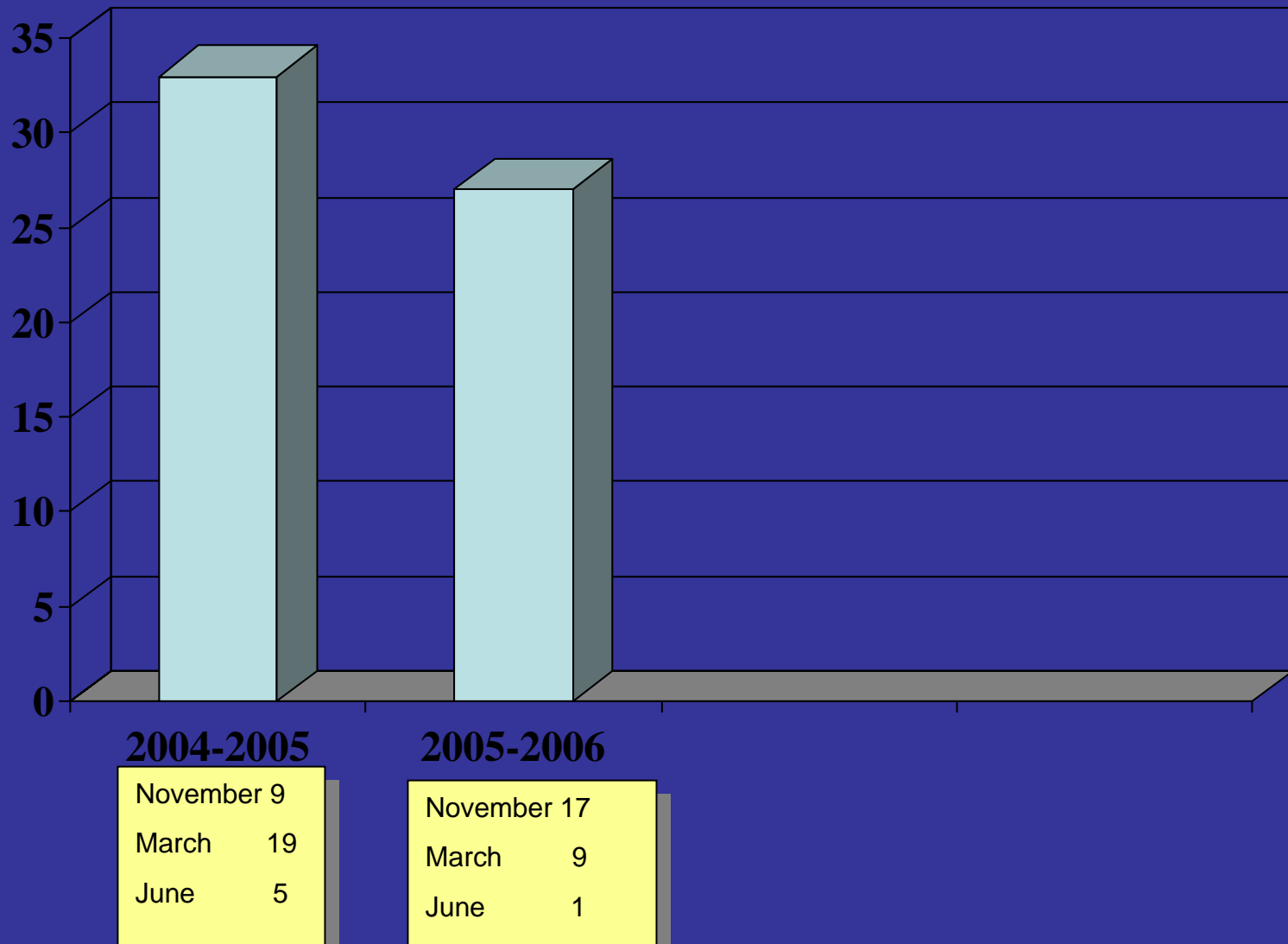


Special Education Students by Category (2/7)

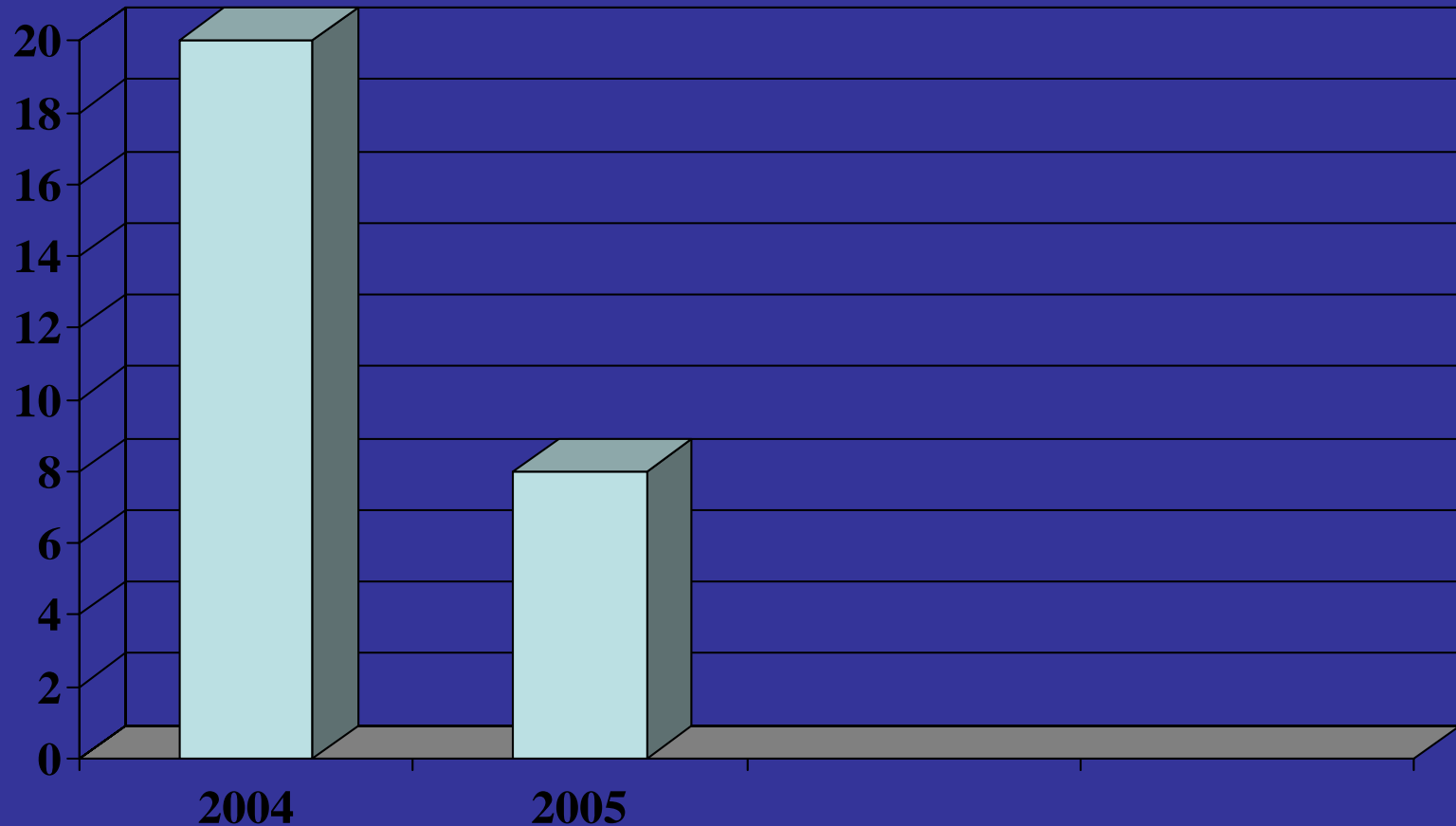
Special Education Students



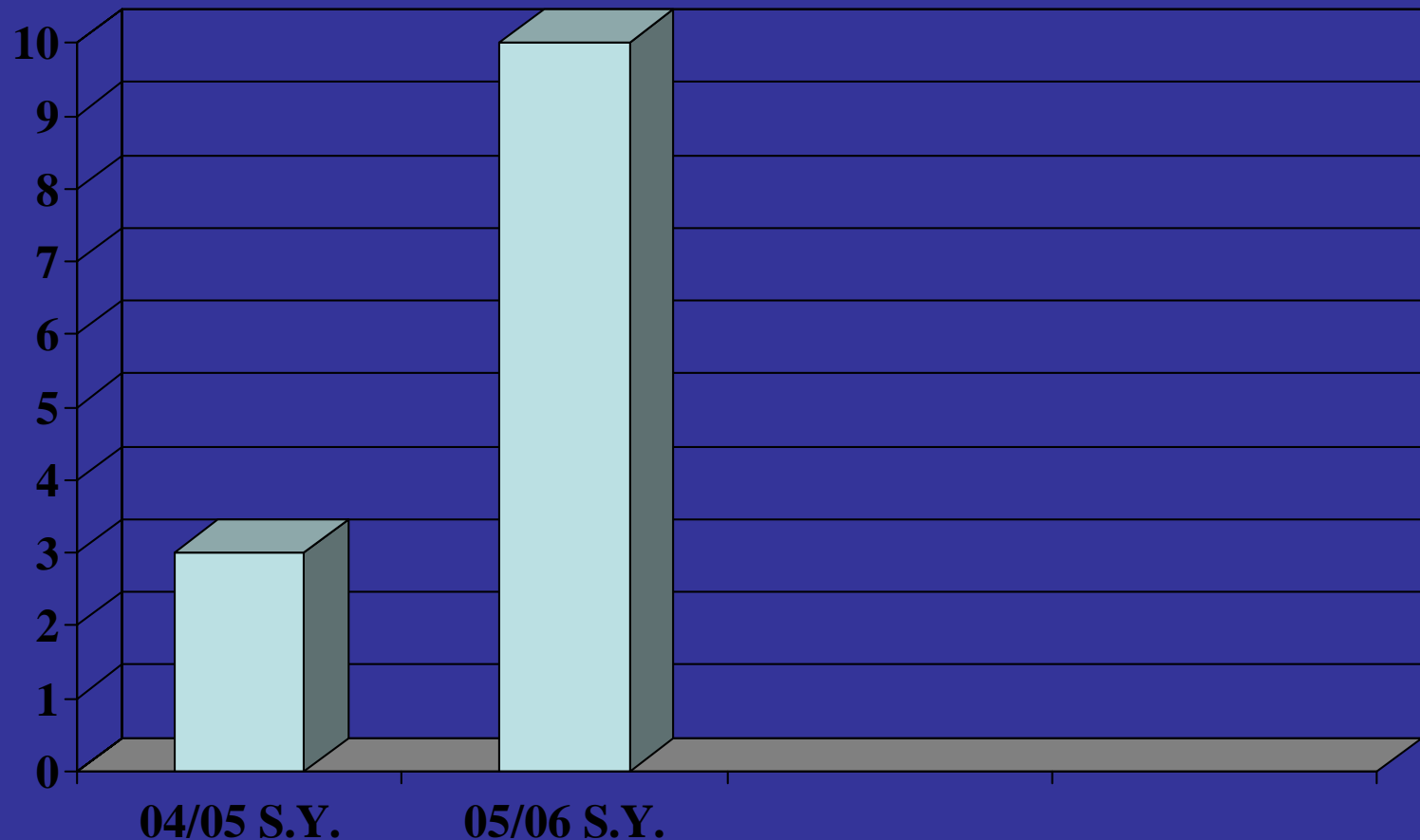
Number of Referrals for Special Education (excluding speech)



Number of Initial Evaluation Students Determined Eligible (excluding speech) up to April 21st

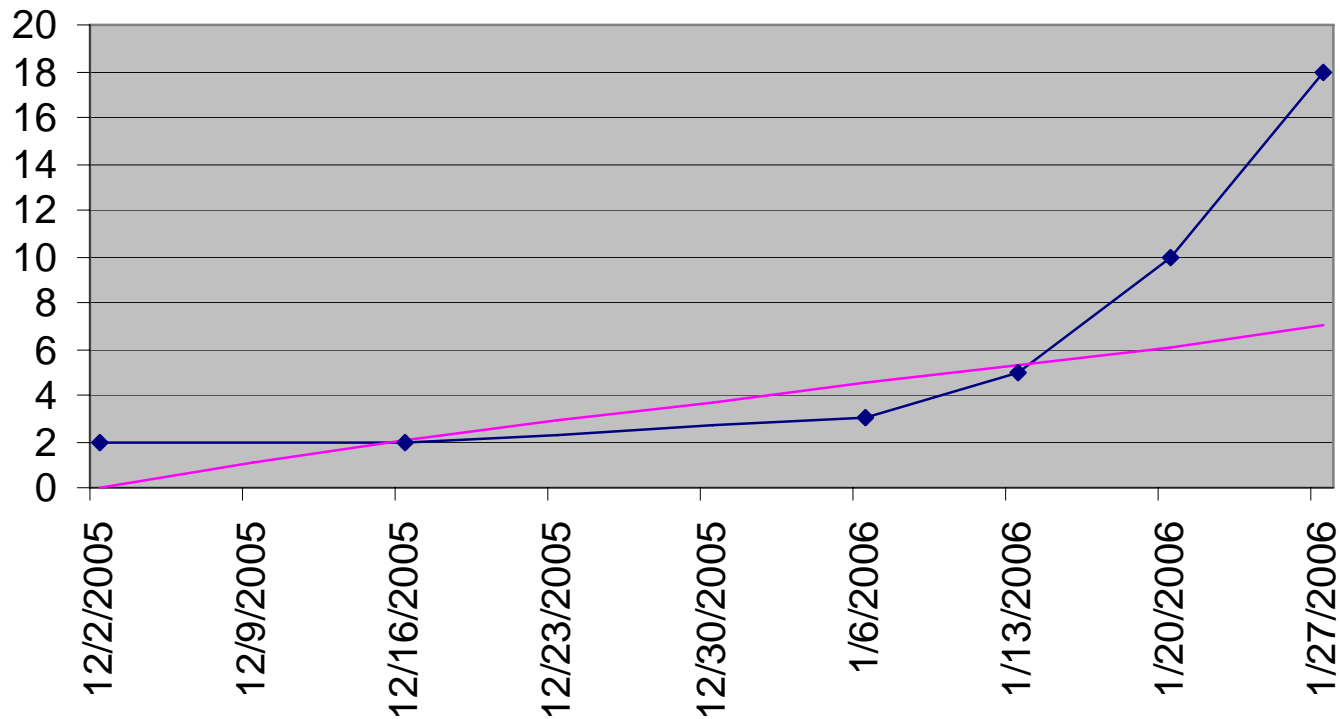


Number of Students Exited From Special Education Reading as of 4/21.



RTI for Grade K Student. Ensuring Adequate Growth

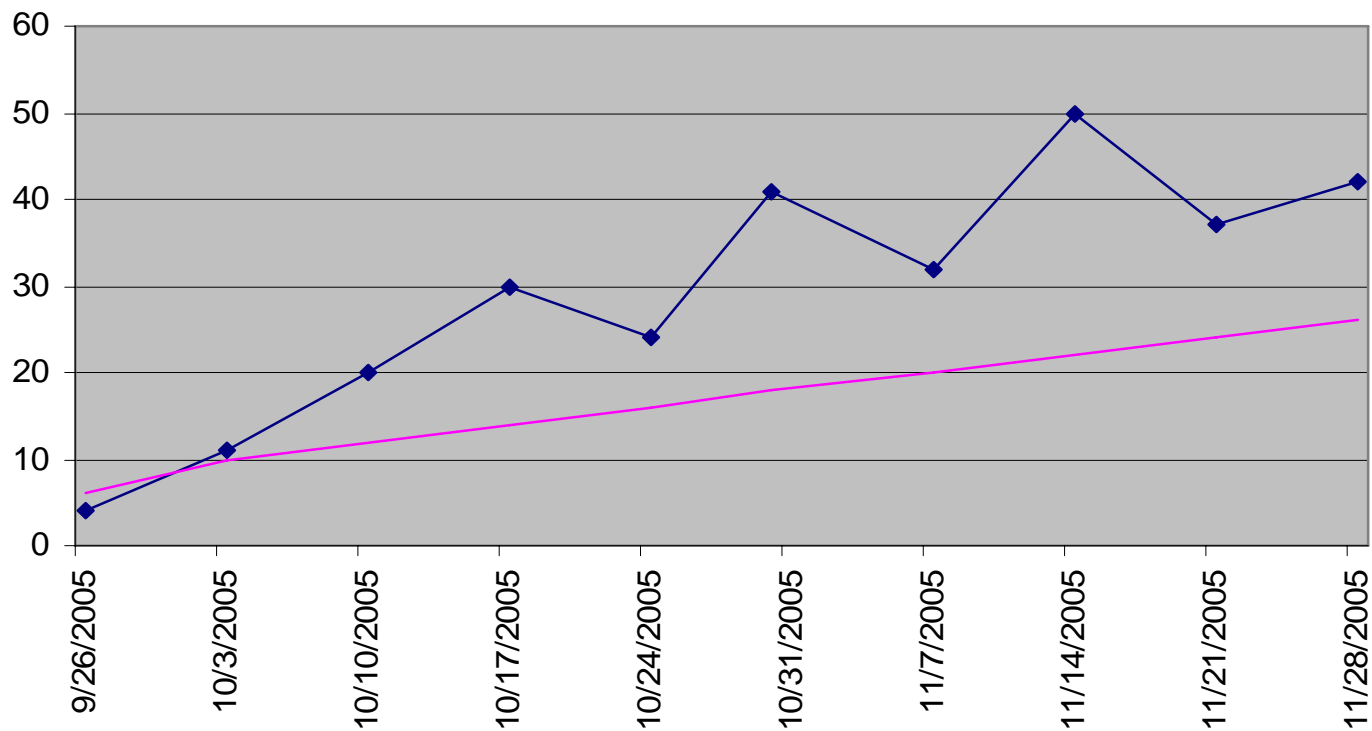
Letters Named per Minute for Student #2



RTI student Grade 1

Mid Year
Benchmark 50

Nonsense Word Fluency for Student #1



Results: Whitefish RTI Students

- 4 out of 6 students met benchmarks in reading.
- 4 Students will not need continued interventions.
- 2 students will continue to work with RTI team.
- Traditionally, all would have been referred for special education.
- Time and resources went into interventions *not* testing and IEP development.

Summary About Change

- From “child-focus” to systemic supports for all children to achieve
- Outcomes-based
- Accountability
- Proactive, preventative, positive
- Cost effective

Bringing the 3-Tiered Model to Scale

(Kovaleski, 2002)

- Such efforts work best in situations in which mandated change intersects with consumers' desire to make change.
 - Pennsylvania state mandate for Instructional Support Teams (3-tiered pre-referral teams)
 - NCLB requirement of AYP (need, desire)
 - ISTs maintained after the mandate was removed by the state; because of the way the service delivery model addressed AYP
- Requires a *clear vision* of specific procedures accompanied by intensive, far-reaching, and systematic training efforts.

Systems Change

“For every complex problem, there is a simple solution... that doesn't work.”

(Mark Twain)

- Change....it takes
 - Leadership
 - Planning
 - Collaboration
 - Hard work...smart working
 - Courage
 - Time

And, even with planning, change is often messy.....

Summary

- **We Have the Capacity to Reduce the Barriers to Quality Services We've Been Complaining About FOR Years**
- **These are SOLVABLE Problems--We Know What, How, and When**
- **The Problem, then is *Resolve* and *Adult Learning***

ANSWERS to Frequently Asked Questions (FAQs) about RTI

- **Why** change *identification* practices?
 - What we have been doing is not effective
 - Positive outcomes rather than deficit model
- **What** *is* RTI?–
 - a system-wide *preventative* process
- **How** will this change affect educational system ?
 - Continuum of supports for learning delivered by collaboration among all educators
- **Does** RTI work?..
 - YES.. And there is a growing body of evidence
- **What** is the cost-benefit?
 - **Priceless**

What Effective Schools Believe

- All students learn
- It's the school context
- Evaluation is the key
- Whatever it takes

“educating *all* children to high academic standards”..... NCLB 2002

What Effective Schools Have In Common

- Strong instructional leadership
- Highly skilled instructors
- High expectations of student achievement for *all* students
- Broadly understood instructional focus
- Measures of student achievement as a basis for program evaluation

Montana LD/RTI criteria

CRITERIA FOR SPECIFIC LEARNING DISABILITY

Response to Intervention

When provided learning experiences appropriate to the student's age and ability levels, the student demonstrates a significantly low rate of achievement relative to the student's age and ability levels.

The student demonstrates a significantly low rate of achievement relative to the student's age and ability levels in the following area(s):

oral expression listening comprehension

written expression basic reading skill reading comprehension

mathematics calculation mathematics reasoning

Despite the implementation of data-based, research-supported interventions:

The student's academic achievement continues to progress at a rate that is below the learning rate of students of a similar age and/or grade level;

or

The data-based, research-supported interventions necessary for the student to progress at a rate comparable to students of a similar age and/or grade level are equivalent to the services provided to students receiving special education services.

Montana LD/RTI Criteria

At least one team member other than the student's regular education teacher has observed the student's academic performance in the regular classroom setting. In the case of a student of less than school age or out of school, a team member has observed the student in an environment appropriate for a student of that age.

Documentation of the learning disability determination must include:

- A statement of the relevant behavior noted during the observation of the student.
- A statement of the relationship of that behavior to the student's academic functioning;
- A report of two or more data-based, research-supported intervention techniques specific to the individual student.

July 2005

- Educationally relevant medical findings, if any, that have been considered.

EXCLUSIONARY FACTORS

The student may not be identified as having a specific learning disability if the student's low rate of progress in academic achievement is primarily the result of a visual, hearing, or motor impairment; cognitive delay; emotional disturbance; environmental or economic disadvantage; or cultural difference.

Montana LD/RTI Criteria

DEFINITIONS

Significantly low rate of achievement means that despite the implementation of data-based, research-supported interventions the student's academic achievement continues to progress at a rate that is below the learning rate of students of a similar age and/or grade level, **or**, the data-based, research-supported interventions necessary for the student to progress at a rate equivalent to students of a similar age and/or grade level are equivalent to the services provided to students receiving special education services.

Student Name: _____ **CST Date:**

Websites for RTI Implementation

Idaho Training Clearinghouse:

<http://www.idahotc.com/rbm/rbmoverview.htm>

Heartland Area Education Agency 11:

<http://www.aea11.k12.ia.us/>

NASP Center – Problem Solving:

http://www.naspcenter.org/principals/nassp_probsolve.html

The National Research Center on Learning Disabilities

<http://www.nrcld.org>

Websites for Curriculum Review

Florida Center for Reading Research:

www.fcrr.org

Oregon Reading First Center:

reading.uoregon.edu

Texas Center for Reading and Language Arts:

www.texasreading.org

Texas Reading Initiative:

www.tea.state.tx.us

Websites for Data Collection

AIMSweb-Charting the Path to Literacy:

www.edformation.com

Dynamic Indicators of Basic Early Literacy Skills:

www.dibels.uoregon.edu

Curriculum Based Measurement Warehouse:

www.interventioncentral.org

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